



Prevent risk assessment for schools

Person completing: Claire Whalley

A risk assessment is a core part of implementing the Prevent duty. All providers should read guidance from the department on children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.

Providers may choose to have a specific separate risk assessment to better communicate to staff and document actions. The purpose of the risk assessment is to have an awareness and understanding of the risk of radicalisation in your area of provision, size and phase of education.

This is an internal document and should be reviewed annually, in line with Keeping Children Safe in Education requirements.

National Risks – risk of radicalisation generally

What national risks are you aware of that could impact to your area, setting, students or families? For each risk, describe the nature of the risk and how it could impact on your area, setting, students or families.

<p>Islamist Extremism- The threat from Islamist terrorist groups based abroad is persistent and has evolved. Sustained counter-terrorism pressure from the UK and its allies has suppressed the most serious terrorist threats but groups such as Daesh and al Qa’ida have evolved and adapted their approach and are now active in more countries than ever before. Although their capabilities remain far below earlier peaks there are signs of resurgence. Both continue to inspire, enable and direct radicalised individuals and groups and maintain their intent to attack the UK.</p>	<p>Extreme right wing terrorism. The remainder of the UK domestic terrorist threat is driven almost exclusively by Extreme Right-Wing Terrorism (ERWT). The threat from ERWT in Western countries is increasingly a transnational issue in terms of radicalising influence, inspiration and communication terms of radicalising influence, inspiration and communication.</p>
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Local Risks – risk of radicalisation in your area and institution

What specific local risks are you aware of that could impact to your area, setting, students or families? For each risk, describe the nature of the risk and how it could impact on your area, setting, students or families.

<p>Self initiated terrorism- A key risk in the North West emanates from Self-Initiated Terrorism (S-IT). It is also a key risk nationally, largely due to the unpredictable nature of the unpredictable nature of S-IT, making detection difficult. S-ITs emanate from all ideologies.</p>	<p>Online extremist propaganda remains a focus for both Islamist extremist and ERWT ideologies, with new and Islamist extremist and ERWT ideologies, with new and recirculated material disseminated. The nature of the online space transcends geographical boundaries and facilitates access to wider networks.</p>
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Leadership and Partnership

Category	Risk
	<i>What is the risk here?</i>

Category	Risk
<p style="text-align: center;">Leadership</p>	<p>The setting does not place sufficient priority to Prevent and risk assessment/action plans (or does not have one) and therefore actions to mitigate risks and meet the requirements of the Duty are not effective.</p>
<p style="text-align: center;">Working in Partnership</p>	<p>The setting is not fully appraised of national and local risks, does not work with partners to safeguard children vulnerable to radicalisation, and does not have access to good practice advice, guidance or supportive peer networks.</p>
Capabilities	
<p style="text-align: center;">Staff training</p>	<p>Staff do not recognise signs of abuse or vulnerabilities and the risk of harm is not reported properly and promptly by staff.</p>

Category	Risk
<p style="text-align: center;">Information Sharing</p>	<p>Staff do not share information with relevant partners in a timely manner.</p>
Reducing Permissive Environments	
<p style="text-align: center;">IT policies</p>	<p>Ineffective IT policies increases the likelihood of students and staff being drawn into extremist material and narratives online. Inappropriate internet use by students is not identified or followed up.</p>



	Date Implemented: June 2024	Date for review
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Department on how to complete a risk assessment and on safeguarding students vulnerable to radicalisation. Schools should assess

measures taken to mitigate any risks. The type and scale of activity that will address the risk will vary but should be proportionate to the

requirements, or following a serious incident.



example, online radicalisation

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E.g. local extremist activity (groups active in the area)

<p>Radicalisation- Radicalisation activity, both online and in person, continues to be a key risk in the North West. Extremist groups across all ideologies can utilise the online space to recruit, radicalise or or coordinate attack planning.</p>		
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Hazard	Risk management	Rag
What are the hazards?	What has your institution put in place to ensure sufficient understanding and buy-in from Leadership?	

Hazard	Risk management	Rag
Leaders (including governors and trustees) within the organisation do not understand the requirements of the Prevent Statutory Duty or the risks faced by the organisation. The Duty is not managed or enabled at a sufficiently senior level.	Time given in school for all staff to complete Course 1 Prevent Training to refresh their knowledge. Completed certificates given to KA.	Amber
Leaders do not have understanding and ultimate ownership of their internal safeguarding processes, nor ensuring that all staff have sufficient understanding and that staff implement the duty effectively.	All staff to complete training course to develop their understanding of Prevent.	Amber
The organisation does not have up to date understanding of local risks	Headteacher has signed up to Prevent Newsletter	Green
Frontline staff including governors, do not understand what radicalisation means and why people may be vulnerable to being drawn into terrorism	Communicate information to staff through school bulletin. Information received from any 3rd parties that is relevant.	Amber
Staff do not access Prevent training or refresher training.	All staff to complete training course to develop their understanding of Prevent. This will be refreshed annually.	Amber
Records are not kept up to date	Maintain records of all staff and governor training	red

Hazard	Risk management	Rag
Staff need reminding of the Prevent referral process	Prevent referral is clearly outlined in safeguarding and Child protection Policy	Aber
Students may distribute extremist material using the institution IT system.	Settings should ensure that there is a clear reporting process in place should filtering systems flag any safeguarding or Prevent- related concerns.	Amber



Review: June 2025

Assess the risk of

level of risk,

Further action needed			Lead officer	Date for completion
<i>What does your institution need to further action to address the identified risk(s)?</i>				

Further action needed	Lead officer	Date for completion
<i>All staff complete course 1. KA to check all governors have completed course 1.</i>	KA	Jul-24
<i>All staff complete course 1.</i>	KA	Jul-24
<i>Sign upto newsletter</i>	CW	May-24
<i>Communicate any updates through school weekly bulletin where appropriate.</i>	CW	ongoing
<i>All staff complete course 1. Refreshed annually</i>	CW	01/07/2024 july 2025
<i>KA to record Precent training on SCR</i>	KA	Jul-24

Further action needed	Lead officer	Date for completion
<i>Remind staff where to find Prevent Referral Policy</i>	<p style="text-align: center;">CW</p>	<p style="text-align: center;">Jun-24</p>
<i>SLT to monitor the use of apple classrooms to ensure this is being used correctly to minimise the risk of children searching for inappropriate content.</i>	<p style="text-align: center;">SLT</p>	<p style="text-align: center;">Ongoing</p>

Support available
Prevent e-learning
Home Office offer a free e-learning package on Prevent covering:

Support available

- Prevent awareness
- Prevent referrals
- understanding Channel

Users that complete this training will receive a certificate.

<https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/>

Prevent duty guidance

Outlines the requirements of the duty, including working in partnership with others.

<https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales#c-a-risk-based-approach-to-the-prevent-duty>

Understanding channel

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Prevent resources, guidance and support

The department's Educate Against Hate website provides a range of training

Support available

Resources to support information sharing

The department has published guidance on making a Prevent referral.

<https://www.gov.uk/guidance/making-a-referral-to-prevent>

Web filtering and online safety

The Department for Education have issued comprehensive guidance on how schools and colleges should be using filtering and monitoring standards, including specific measures to comply with the Prevent duty.

<https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges>